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ABSTRACT

Described are two alternative training programs designed to quickly prepare competent personnel to serve children with specific learning disabilities (SLD) through cooperation of teacher training institutions and local school districts. The program, involving the Virginia Polytechnic Institute and Roanoke County Public Schools, is described as serving school administrators, regular teachers, and SLD teachers through such experiences as seven administrative workshops, didactic instruction for course credit (in both the school division and at the university campus), non-credit seminars, field trips, guest lectures, and technical assistance. Noted is the training of eight successful classroom teachers and three beginning teachers as SLD teachers. The second program involving the Virginia Polytechnic Institute, the State University, and the Virginia Appalachia Educational Cooperative is explained to have followed the Roanoke program and to have included graduate courses, technical assistance to school divisions by project personnel, three guest lectures, a film festival on SLD, and a 2-day administrators' workshop. Results of program evaluation are reported to show both training programs to be meeting specified objectives such as increasing services to SLD children. Attached are lists of competencies to be developed by each of the three target groups, a listing of courses taken by SLD trainees, and a projection of activities for the multilevel training programs from 1974 through 1977. (DB)

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THE PREPARATION OF PERSONNEL TO SERVICE LEARNING DISABLED CHILDREN: TWO ALTERNATIVE TRAINING PROGRAMS DESIGNED FOR MULTI LEVEL PROFESSIONAL DEVELOPMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE PREPARATION OF PERSONNEL TO SERVICE LEARNING DISABLED CHILDREN: TWO ALTERNATIVE TRAINING PROGRAMS DESIGNED FOR MULTI-LEVEL PROFESSIONAL DEVELOPMENT

Recent legislation in many states mandating services for all exceptional children and youth has made the availability of qualified teachers for certain areas of exceptionality a primary concern. Traditionally, such teacher shortages have caused school divisions to turn to teacher training institutions where they compete with one another for program graduates who are trained in the area of need. Under such conditions, the more prestigeous and lucrative school divisions fare well in competition for personnel, while those with perhaps less appeal in terms of geographic location or salary are unsuccessful and must delay development of their program.

In many instances the mandate for services has meant the development of services rather than additions to existing programs. Where such gross discrepancies exist, to wait for personnel to become plentiful is viewed as unacceptable. The question of both the school divisions and teacher training institutions then becomes, "What shall we do?"

For those at teacher training institutions, the teacher shortage is not totally a desirable situation. Although an increase in the manpower needs is generally a healthy condition that leads to increased enrollments, staff positions, and greater departmental capabilities, there are certain professional concerns. First, shortages in one area of education while surpluses exist in others, does and should influence students' selection of their area of concentration. In some instances, however, such a compromise may not be in the student's best interest or the best interest of the profession. Secondly,

there is concern for maintenance of high standards of quality for program trainees while the numbers involved increase appreciably. For example, to compromise beneficial field experiences because of an increased number of trainees is not acceptable. While reality demands that training institutions be responsive to personnel needs, considerable effort is necessary to assist potential students in the selection of their curriculum and in maintaining high quality program experiences.

For the school division, the concerns are somewhat different. First, there is a hesitance to initiate additional services when in some instances the needs are not generally understood by the existing professional personnel or the community. Additionally, questions exist concerning: the type of child to receive services, the design for delivery of a comprehensive program, cost effectiveness, and the recruitment of personnel needed to implement the program.

THE MULTI-LEVEL TRAINING MODEL

The above concerns led to conceptualization of an alternative preparation model designed to provide opportunities for university and school division cooperation in order to meet the manpower shortage and, at the same time, attend to concerns of both the training institution and the local school division (Houck, 1972). Conceptually, the alternative model was formulated with the following general specifications:

1. that the quality of the training experience should equal or exceed that of the traditional campus-based, specialist-oriented program,
2. that the training procedure should immediately increase the availability of services to exceptional children,
3. that training should be available not only for those who specialize but others who have responsibility for the exceptional child (administrators, and regular classroom teachers),

4. that the training should be competency-based and that the competencies should be selected on the basis of the reality of on-the-job requirements,

5. that training emphasize hands-on experiences, and

6. that the training be a joint effort of the university and a local school division.

The two training programs described herein have occured since academic year 1973 at Virginia Polytechnic Institute and State University, Blacksburg, Virginia with the nine cooperation regional school divisions. The first program (1973-74) was initiated through a cooperative one-year agreement with the Roanoke County Schools, Salem, Virginia which serves approximately 22,000 children. The second three year project (1974-77) has been in cooperation with an eight school division cooperative, The Virginia Appalachia Educational Cooperative, which serves rural Southwest Virginia (See Figure 1). Support funds have been received from the Bureau of Education for the Handicapped, U.S.O.E. (OEG-0-73-6055, OEG-0-74-2643 and OEG-0-75-2643).

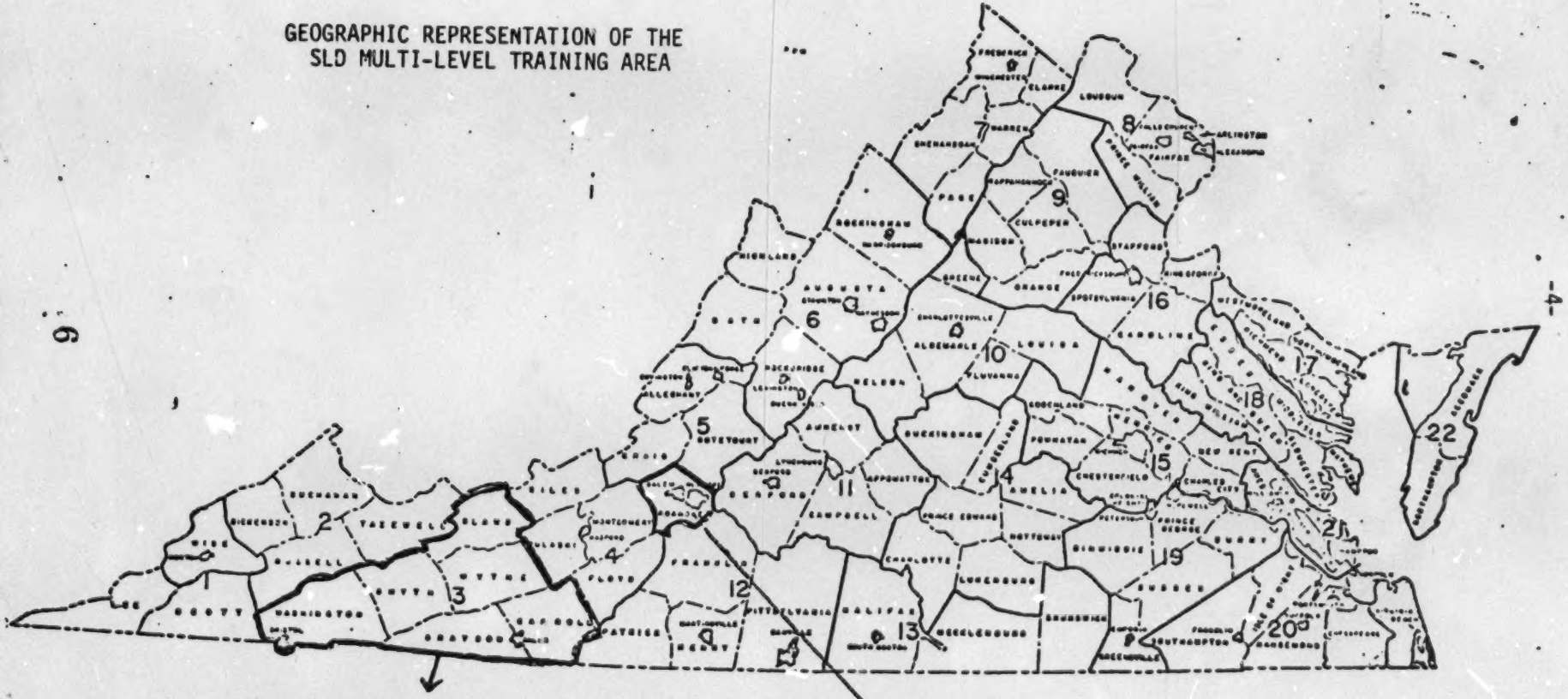
While operalization has been slightly different for these two cooperative programs, the intent and general components of the model have remained the same. Competencies were identified for the three target groups: (1) Administrative and Supervisory personnel, (2) SLD teacher trainees, and (3) Regular classroom teachers. These appear in Attachment A, page 22. During the training period, achievement of the specified competencies was facilitated through a variety of activities and experiences which are explained below.

VPI & SU - ROANOKE COUNTY TRAINING 1973-74

During 1973-74 a one-year agreement was made with the Roanoke County School Division, Salem, Virginia, which serves approximately 22,000 children to conduct a personnel development training program focusing on specific learning

FIGURE 1

GEOGRAPHIC REPRESENTATION OF THE
SLD MULTI-LEVEL TRAINING AREA



School Divisions Within
Virginia Appalachia Educational Cooperative
1974-77

Roanoke County Public Schools
1973-74

disabilities using the Multi-Level Training Model. This training was to be provided for: (a) selected school administrators and auxillary personnel, (b) regular classroom teachers, and (c) Learning Disabilities teachers. Tuition, released-time and space for classes and workshops were made available by the cooperating school division. Previous year services in the school division were provided by one LD teacher. A main objective for training was to increase service availability.

Throughout the year, specified competencies for each group were met through a variety of experiences including seven administrative workshops scheduled throughout the year, didactic instruction for course credit delivered to the school division where regular classroom teachers participated and didactic instruction delivered on campus for LD teachers-in-training each Tuesday and Thursday throughout the academic year (See Attachment B), non-credit seminars, field trips, guest lectures, and technical assistance provided by the University faculty.

In addition to the training of supportive personnel (administrators, regular and classroom teachers), eight successful classroom teachers and three beginning teachers were employed and assigned by the school division to train as LD teachers. Nine of these individuals received on-campus instruction and pre-practicum experiences throughout the academic year. Their school assignment on Monday, Wednesday and Friday was for initiation of the school division's LD program. As competencies were acquired throughout the year, additional responsibilities were assumed by each trainee using the resource room model. However, while direct and indirect services were increasingly available over the year, major emphasis was on training as well as introduction of the services to the schools' professional staff and parents through dissemination of acquired information, competencies, and materials. To achieve these objectives, each

trainee held a minimum of two inservice workshops for their home school faculty with a focus on characteristics and identification of LD children. An additional trainee task involved screening in order to identify those children who would receive direct services.

Field experience leading up to a two-part internship was emphasized throughout the year. Trainees were assigned during the fall quarter to LD resource room programs in the area surrounding the campus. Their roles progressed from a participant-observer to that of a full-time intern in a Summer LD Clinic held in their home school division.

Evaluation of the year's experiences were completed using several formative and summative procedures. These included: (1) periodic evaluation of the LD trainees by University faculty, cooperating LD teachers and self-evaluation by the trainee, (2) conferences with individual LD trainees by University faculty and cooperating LD teachers, (3) survey of administrators' perception of the administrative workshops and the overall training program, (4) data collection of LD services provided by the participants of the training efforts, and (5) evaluation by the LD trainees of the degree to which training efforts assisted them to achieve the specified competencies and of their recommendations for simular subsequent efforts. Summations of these data appear in Tables 1-3.

First-year evaluation of the alternative Multi-Level model led to identification of several advantages and limitations of the initial design. First, in terms of advantages for the participating school division, after one year of training, direct service capabilities of LD specialists have increased. Whereas there was one LD teacher employed by the participating school division during 1972-73, eleven new teachers were employed during 1973-74 and participated in some phases of the training program. Additionally, the competencies developed by selected administrative and supervisory personnel as well as regular classroom teachers have uncounted benefits to the LD child, his parents as well as the LD

teacher. Many misunderstandings which may reduce the effectiveness of LD intervention have been eliminated by careful education and dissemination of the developing LD services (See Tables 1-3). Second, through a unified training effort comprehensive LD services have been planned and are being initiated. Third, the school division has increased the ability to predict success by carefully selecting successful classroom teachers who wish to pursue Learning Disabilities training. Such selection should also enable a reduction in the attrition rate from the field and the local school division. Fourth, the training institution has been available to provide the school division with technical assistance as problems have been identified relating to program implementation.

The 1973-74 experience did identify programmatic concerns and limitations. Perhaps the most important was the reiteration of the care with which personnel must be selected as well as the need for thorough counseling of a participant's commitment in terms of training and future job responsibilities. No rose gardens must be promised. Graduate study in any form is demanding and when compounded with on-the-job responsibilities, the task requires fullest commitment. Additionally, since occasionally inappropriate choices can be made, periodic opportunities for re-evaluation of each participant's continued interest and success should be planned.

During the academic year, two of the eleven trainees elected to discontinue the proposed sequence of training activities. One indicated health reasons while the others objected to the extent of pre-internship participation which was required. Three other individuals although completing the training activities the academic year failed to complete the second phase of the internship provided during the summer. One because of an out-of-state move, one because of a desire to be at home with her children during the summer and one for reasons unknown; perhaps a change in employment. The lack of a sufficient

TABLE 1

Child-Centrred Services Delivered
By LD Traineed During
Training Program
1974-74

Service	Average Per LD Trainee	Total
1. Number of Children Screened by LD Trainees	66.5*	599*
2. Number of Children Receiving Direct Remedial Instruction in:		
(a) Roanoke County	10.4*	94*
(b) Montgomery County	6.1*	55*
(c) Total	16.5*	149*
3. Number of hours spent in parent and/or teacher conferences held by LD trainees	29.5**	177**

*Based on data from nine trainees
**Based on data from six trainees

TABLE 2

Summative Evaluation by LD Trainees of the Effects of Training Activities Toward The Acquisition of Specified Training Objectives

Degree to which entry and exit level proficiency changed for each specified objective following the training experiences. Differences in letter grades assigned by participants were assigned value from zero to four depending upon the estimated change. For example, a participant rating his entry level as F for a specific objective and his exit A was assigned four points for that specific objective.*

Objective Number	Mean Point Change	Rank in Terms of Change
1	3.1	3
2	2.8	6
3	2.8	6
4	2.3	10
5	3.0	4
6	3.4	1
7	3.1	3
8	2.8	6
9	3.3	2
10	3.1	3
11	2.9	5
12	2.7	7
13	3.0	4
13	3.0	4
15	2.4	9
16	2.9	5
17	2.6	8
18	3.0	4
19	1.8	13
20	1.3	16
21	2.1	11
22	2.6	8
23	1.7	15
24	2.8	6
25	2.0	12
26	3.3	2
27	2.1	11
28	1.8	14
29	2.4	9

*Note. See Attachment A: Professional Competencies To Be Developed for description of each objective.

TABLE 3

Summative Evaluation by Participating Administrators of the Effects of Training Toward Their Acquisition of Specified Training Objectives

Degree to which entry and exit level proficiency changed for each specified objective following the six administrative workshops and other training program experiences. Differences in letter grade assigned by participants were assigned values from zero to four depending upon the estimated change. For example, a participant rating his entry level as F for a specific objective and his exit level as A was assigned four points for that specific objective.*

Objective Number	Mean Point Change	Rank in Terms of Change
1	2.5	1
2	2.2	3
3	1.9	6
4	2.5	1
5	2.4	2
6	2.4	2
7	1.9	6
8	2.5	1
9	2.0	5
10	1.3	7
11	2.2	3
12	2.1	4
13	2.1	4

*Note. See Attachment A: Professional Competencies To Be Developed for description of each objective.

screening and orientation by both the cooperating school division and the project faculty was probably one cause of the attrition. Self-selection out of the area of LD may have been another.

In terms of program placement, as with any new programs within a school division, success is influenced by the school's administrator. Therefore, it is recommended that if limited specialized personnel are to be added, one criteria for placement in specific schools should be the sincere interest, support and involvement by the school principal. Moreover, with the availability of a new service there is a tendency to overextend the resources. This must be avoided. Care should be taken so that available personnel are not assigned the responsibilities for a caseload which reduces even their fullest efforts to ineffectiveness. While pressures exist for services in each school, the quality of delivered services must not be compromised.

VPI & SU - VAEC TRAINING PROGRAM (1974-77)

Following the one year training in Roanoke County, a cooperative agreement was established between Virginia Polytechnic Institute and State University and the Virginia Appalachia Educational Cooperative in August 1974. This agreement outlined the responsibilities of both VPI & SU and VAEC over a three year training period (1974-77). Training was to occur over two years for two groups of participants (Cycle I and Cycle II) who are geographically dispersed throughout the VAEC region depicted in Figure 1. This region serves a pupil population of approximately 40,000. During the academic year prior to project initiation (1973-74), a total equivalent of four SLD teachers were employed within this region. Four additional multi-categorical Learning Resource Teachers (LRT's) were employed making a total of eight individuals in the area. Projected needs for the region by 1978-79 is forty-three (See Table 4).

During the 1974-75 academic year and second week of June the specified first year objectives for each target group (school administrators and supervisors,

TABLE 4

Projection of Numbers of Learning Disability Teachers for Each Year, 1974-1978
-Division and Region-

Year	Bland	Bristol	Carroll	Galax	Grayson	Smyth	Washington	Wythe	Region
Total Needed by 1978-79	2	5	3	1	2	13 LRT	13	4	43
Employed 1973-74	1-1/4 ED,LD EMR	1	3/4	1/4	0	3 LRT	1	3/4	8
Additions 1974-75	1	1	1/4	0	1	*6 LRT	5	1	15-1/4
Additions 1975-76	0	1	1	3/4	1	3 LRT Sec.	3	3	12-3/4
Additions 1976-77	0	1	0	0	0	1 Sec.	4 Sec.	0	6
Additions 1977-78	0	1	1	0	0	0	0	0	2

*Some L.R.T. Teachers may be endorsed in LD or ED. All will require competencies in L.D.

Source: Division Five-Year Plans, Revised, February, 1974.

regular classroom teachers, SLD teacher trainers, parents and interested community members) were facilitated through a variety of experiences and activities. These included: (a) didactic experiences through delivered graduate courses to the Cycle I area (See Course Delivery Schedule, Attachment C), (b) technical assistance to the participating school divisions by project personnel, (c) three guest lectures by nationally recognized professionals, (d) a film festival on specific learning disabilities, and (3) a two-day administrator's workshop.

Sixteen regular classroom teachers employed within the VAEC area applied for the Cycle I training during the fall of 1974. This group consisted of fourteen females and two males who represented the various school divisions. Each individual was recommended by their respective school superintendent and qualified for graduate admission on either a regular or provisional basis.

As presented in Attachment C, these trainees received three graduate courses throughout the 1974-75 academic year: (1) Characteristics of Children with Specific Learning Disabilities, (2) Teaching Children with Specific Learning Disabilities, and (3) Diagnosing Learning Problems. The balance of their didactic training occured through on-campus study during the summer of 1975, three courses currently being delivered throughout the academic year 1975-76 and a nine hour practicum experience with a research experience to be arranged during the summer of 1976 in the Cycle I area.

It is assumed that proficiency for each of the specified training objectives will be increased throughout this two-year period using the variety of experiences previously outlined. First year evaluation by the trainees appears in Table 5. Inspection of self-perceived change in the level of proficiency for the first-year objectives suggests that while the perceived entry level varied among the trainees, at the end of the year perceptions of proficiency approached mastery. Certain objectives which relate more to application of acquired knowledge and

TABLE 5

First Year Self-Evaluation
By SLD Trainees*
1974-1975

First Year Objective	Mean Entry Rating Fall 1974	Mean Rating Summer 1975	Difference (Mean Entry-Current Rating	Rank of Objective in Terms of Change
No. 1	2.12	4.58	2.46	11
2	2.08	4.67	2.59	9
3	1.83	4.50	2.67	8
4	1.75	3.75	2.00	14
5	1.58	4.25	2.67	8
6	1.33	4.42	3.09	2
7	1.42	4.67	3.25	1
8	1.33	4.58	3.25	1
9	1.50	4.0	2.50	10
10	1.50	4.42	2.92	4
11	2.14	3.71	1.57	15
12	1.45	4.18	2.73	7
13	1.55	4.64	3.09	2
14	1.58	4.50	2.92	4
15	1.50	4.58	3.08	3
16	1.33	4.12	2.79	6
17	1.50	4.58	3.08	3
18	1.83	4.16	2.33	13
19	2.0	4.82	2.82	5
20	2.0	4.36	2.36	12

*See Attachment A for list of corresponding competencies for SLD trainees.

instructional skills should continue to improve as opportunities for application occurs.

In addition to the structured evaluation evaluation questions comments were solicited from SLD trainees and administrators regarding suggested program changes. Generally, the SLD trainees' main concern was the course demands for the period of each quarter. Some participants expressed the feeling that the course in teaching methods and diagnosis should be lengthened to two quarters each or that the diagnosis course might proceed the remediation course. More time for in-class group discussion was also recommended. Each of the respondent's comments are well taken. Certainly, the task of part-time graduate study combined with full-time teaching responsibilities is extremely demanding.

One objective of the training program has been to encourage the increase of SLD services throughout the cooperative. In order to make some observations of the extent of impact the trainees have made, data on number of children served by Cycle I trainees was requested. Table 6 is a collection of this information.

The second target population for Multi-Level training was VAEC school administrative and supervisory personnel. Assuming that the extent of understanding and knowledge of SLD children by individuals in the roles directly influences the degree of support for appropriate SLD services, a training experience was designed to meet the specified objectives. On the recommendation of the VAEC Board of Control, the decision was made to provide training through a two-day workshop immediately following the closing of the 1974-75 school year.

The project staff planned and distributed workshop information to VAEC divisional superintendents during May of 1975. School division superintendents were invited to come or send representatives. Additionally, letters were sent to neighboring school divisions inviting them to attend at their own expense.

TABLE 6

Number of LD Pupils Served, and Amount of Time Spent in Remediation of LD Pupils by Teacher Trainees, 1975-1976, in VAEC Area, Cycle I

Assignment	VAEC Teacher Trainee								
	1	2	3	4	5	6	7	8	Total
No. Children	3	2	9	7	6	3	24	24	78
Total No. of Hours Per Week	1.5	?	15	8	10	10	30+	30+	94.5

On June 18 and 19, 1975, a Summer Administrative Workshop for Learning Disabilities was held for school administrators, and other representatives who work in member school divisions of the VAEC.

The goals of the workshop were to enable each participant to:

1. Explain the nature of learning disabilities to parents and professionals.
2. Explain and be able to implement screening and evaluation procedures necessary for identification and placement of learning disabled pupils.
3. Explain requirements and resources necessary for implementing a program for SLD children and youth.
4. Initiate, develop, and implement an appropriate SLD program for one's school division.
5. Plan, develop, and use an evaluation model for assessing the effectiveness of SLD programs in one's own school division.

A total of 20 members and 10 non-members of the VAEC area attended the two-day workshop.

Program presentors included personnel from VPI & SU, the president of the local ACLD organization, two school division directors of special education, one director of pupil personnel services and special education, the Director of the Division of Special Education for the State of Virginia and members of his staff, and a teacher of children with Specific Learning Disabilities.

Self-evaluation of the two-day experience by each of the participants was collected. Individuals were asked to rate their proficiency on each of the training objectives at the onset and again at the end of the two day experience.

Given the differences among participants entering level of proficiency, the following objectives were perceived as having the most improvement:

1. implementation of screening and evaluation procedures necessary for identification and placement of learning disabled pupils,
2. identifying and communicating the state mandate for program implementation of SLD pupils,
3. identifying accepted intervention models used in developing programs to meet the needs of SLD pupils, and

4. identifying state, regional, and local resources available to SLD pupils and programs.

Those skills which participants seemed to be more proficient at the outset of the workshop and which therefore showed relatively less improvement, were:

1. identifying major perceptual or language needs of the SLD pupil,
2. inservice training needs, and
3. strategies for cooperative planning to support the SLD teacher.

The VPI & SU/VAEC Agreement of August 1974 specified that up to ten full days of technical assistance would be rendered to the cooperating VAEC school divisions by project staff during the 1974-75 school year. A letter offering this service was mailed to each division superintendent. School divisions were free to select the manner in which each day would be used. During the 1974-76 years, each participating school division except one requested this service. Questions addressed in these visits included: "How do we use these trained personnel in LD for next year?" "How can we evaluate children economically?" And, "How can we use multisensory teaching methods for all children?". During 1975-76 academic year, Cycle I SLD trainees are holding teacher workshops on their own, with some assistance from VPI faculty. During 1976-77, Cycle 2 participants will be asked to share the responsibility.

The final component of 1974-77 training was designed to appeal to regular classroom teachers, parents and community members in addition to administrators and SLD trainees. A series of three Guest Lecturers were arranged for the Spring of 1975. Each was located in a different part of the VAEC region in order to increase total cooperative participation. Dates, topics for the presentations, and locations appear in Table 7.

Overall evaluation of the 1974-76 training activities suggest that the Cycle I program objectives are being accomplished. It appears that at least

TABLE 7
Guests, Topics and Dates for the Co-Sponsored
Guest Lecture Series

Roanoke Area (1973-74)

Guest	Topic	Date	Site
Dr. Janet Lerner	Remedial Readings and Learning Disabilities--Same or Different	January 17, 1974	VPI & SU Campus
Dr. Janet Lerner	An Overview of Learning Disabilities	January 17, 1974	Roanoke County Schools, Salem
Mr. Harold Kunzlemann	Reading, 'riting, 'rithmetic and Recording	February 21, 1974	VPI & SU Campus & Roanoke County Schools
Dr. Corrine Kass	Remediation of Learning Disabilities	March 21, 1974	Roanoke County Schools
Mr. Frank King	Administering and Evaluating LD Programs	May 16, 1974	Roanoke County Schools

VAEC Ar

VAEC Area (1974-75)

Guest	Topic	Date	Site
Mrs. Alice Ansara	Teaching Techniques for Children with Learning Disabilities	March 24, 1975	Galax High School Galax, Virginia
Dr. Gerald Wallace	Eight Principles of Remediation	April 17, 1976	John Battle High School Abingdon, Virginia
Dr. Samual Kirk	History, Trends, and Issues in Learning Disabilities	May 5, 1975	Marion High School Marion, Virginia

ten of the original sixteen Cycle I SLD trainees will continue during the second year of the training and seek to complete endorsement requirements. One participant has moved to the Richmond area where she will continue studies with another institution. Two of the participants have failed to demonstrate continuing interest in their studies. Finally, three of the original participants have received marginal grades in the graduate courses and the liklihood of their completion is questionable at this time. Cycle 2 has been initiated and currently seven teachers are persuing SLD endorsement. The question of attrition continues to be of concern. While one suggested criterion for trainee selection was anticipated local residence in the sponsoring school area, several of the trainees are unmarried young women who are quite likely to leave the area. It is suggested that school divisions wishing to "grow their own" should be increasingly aware of this factor.

SUMMARY

The Multi-Level Training Model now has been implemented in two different geographic areas, one suburban and one rural. In reflection, both of these training programs have or are achieving the specified program objectives.

1. There has been an increase in SLD services as a direct result of the training effort.

2. Administrative and supervisory personnel, regular classroom teachers and community residents are becoming more familiar with specific learning disabilities and their role in providing appropriate services.

3. The SLD teacher trainees who complete the program have acquired prescribed competencies and are moving into full-time LD positions within their local school division as they become available.

4. Training has maintained hands-on components throughout the preparation sequence.

5. A university and school division have joined together to address a common problem.

In terms of University benefits, the primary advantage of the alternative model has been the opportunity to become more acutely aware of a school division's needs and be involved in total development of the professional personnel. It would seem that continued and increased University-School Division cooperation will provide one vehicle for mutual program improvement.

ATTACHMENT A

PROFESSIONAL COMPETENCIES TO BE DEVELOPED BY
SELECTED ADMINISTRATIVE PERSONNEL,
LEARNING DISABILITIES SPECIALISTS-
IN-TRAINING AND REGULAR
CLASSROOM TEACHERS

COMPETENCIES TO BE DEVELOPED BY SCHOOL ADMINISTRATORS (SUPERINTENDENTS, SUPERVISORS, PRINCIPALS)

The School Administrators will be able to:

1. State a working definition for the term Specific Learning Disabilities.

2. State ten most frequently associated characteristics of learning disabled children.

3. Compare and contract learning disabled children to other areas of exceptionality.

4. Describe the complete evaluation procedure for diagnosing or identifying individual learning disabled youngsters.

5. Describe and employ screening procedures used in identifying learning disabled children.

6. Describe at least four different intervention models used in developing programs to meet the needs of learning disabled individuals.

7. Be able to identify local, regional and state resources available to learning disabled individuals.

8. Disseminate resource information to appropriate school personnel.

9. Be able to identify school personnel who indicate potential for successful functioning in the area of SLD.

10. Plan, develop, and employ an evaluation model for assessing the effectiveness of learning disabilities programs in their district or school.

11. Identify the essential elements of an effective learning disabilities program.

12. Promote local community awareness about the existence and needs of the LD individual.

13. Initiate, develop and implement an appropriate LD program for his school district or school.

COMPETENCIES TO BE DEVELOPED BY LEARNING DISABILITIES SPECIALISTS

In addition to those competencies developed in supporting course-work and the University core, training experience in the specific area will enable the Learning Disabilities Specialist to:

1. State a working definition of Specific Learning Disabilities.
2. Recognize characteristics frequently associated with the Learning Disabled population.
3. Compare and contrast the Learning Disabled population with other areas of exceptionality.
4. State the degree to which each area of exceptionality is being served in one's local school division, the state and nation.
5. Discuss existing theoretical positions concerning etiological factors of Specific Learning Disabilities.
6. Describe the diagnostic procedure used for identification of an individual with Specific Learning Disabilities.
7. Describe the various diagnostic instruments typically used in the identification and diagnostic process.
8. Effectively administer selected diagnostic instruments which are available to teachers.
9. Plan, coordinate and implement a screening and identification program for an assigned portion within one's school division using the necessary inter-disciplinary professionals.
10. Interpret, use and communicate to appropriate individuals information from diagnostic evaluations by oneself or allied professions.
11. Describe four intervention models with particular attention to the distinguishing characteristics of each and factors for consideration when selecting a model for a devleoping program.
12. Describe and employ the diagnostic-prescriptive instructional model.
13. Identify and engage in dialogue with allied professions who have responsibilities for the Learning Disabled.
14. Describe the contributions of inter-disciplinary team members and the strategies for facilitating increased cooperation among these professionals.

15. Promote community awareness concerning the existence of SLD as well as services and needs within the local school district for this segment of the population.

16. Plan and employ a procedure for individual, program and self-evaluation.

17. Identify local and state resources which are appropriate for the SLD individuals, parents and other professionals.

18. Identify and use materials and strategies that are frequently associated with remediation or developmental instruction for the learning Disabled individual.

19. Demonstrate proficiency in the use of behavior management techniques (systematic reinforcement, shaping, modeling, extinction, etc.) with Learning Disabled individuals.

20. Demonstrate the ability to systematically define, observe and reliably record classroom behavior.

21. Demonstrate the ability to work cooperatively with individuals who have responsibility for the child or youth with a Specific Learning Disability.

22. Demonstrate the ability to coordinate other personnel involved in the social, emotional, educational and physical development of the Learning Disabled individual.

23. Describe the normal sequence of social, emotional, mental and physical development.

24. Demonstrate the ability to pursue independent research in the area of SLD.

25. Demonstrate the ability to interpret statistical concepts frequently encountered in the research literature.

26. Demonstrate the ability to develop both immediate and projected objectives for SLD individuals.

27. Demonstrate the ability to collect or construct curriculum materials.

28. Demonstrate the ability to employ procedures which facilitate group cohesiveness and outcomes.

29. Demonstrate the ability to assist the individual classroom teacher to develop and/or follow through with educational prescriptions and evaluation.

COMPETENCIES TO BE DEVELOPED BY REGULAR CLASSROOM TEACHERS

The Regular Classroom teacher will be able to:

1. State a working definition for the term Specific Learning Disabilities.
2. State ten most frequently associated characteristics of learning disabled children.
3. Compare and contrast learning disabled children to other areas of exceptionality.
4. Describe the complete evaluation procedure for diagnosing or identifying individual SLD youngsters.
5. Describe and employ screening procedures used in identifying SLD children in his classroom.
6. Describe the classroom teacher's role in each of four different intervention models employed to meet the needs of SLD individuals.
7. Identify local, regional and state resources that are frequently employed in programs for SLD individuals.
8. Employ a diagnostic prescriptive model of instruction: (a) assessment, (b) objectives, (c) strategies, (d) evaluations in relation to L.D. individuals in his classroom.
9. Identify and use materials and/or strategies that are frequently prescribed in the remediation of learning disabilities.
10. Interpret and use information from diagnostic evaluations.
11. Evaluate and disseminate to parents, teachers and administrators information concerning the progress of SLD individuals in his classroom.
12. Demonstrate proficiency in the use of behavior management techniques with SLD individuals.
13. Demonstrate the ability to systematically define, observe and reliably record classroom behavior.
14. Work cooperatively with other members of the LD program.
15. Select and employ appropriate self-evaluation procedures.
16. Make referrals to the appropriate specialist personnel.
17. Engage in problem solving situations.

ATTACHMENT B

COURSEWORK PERSUED BY SLD TRAINEES ALONG WITH MEAN NUMBER OF CREDIT HOURS COMPLETED EACH QUARTER 1973-74

I. Course Options

Fall	Winter	Spring	Summer
EDCI 5091 Grad Seminar: Char. of Children with SLD (3)	EDCI 5067 Diagnosing Learning Problems (3)	EDCI 595 Internship in Education--SLD Part One (3)	EDCI 595 Internship in Education--SLD Part Two (6)
EDCI 5091 Grad Seminar: Education of Exceptional Children and Youth (3)	EDCI 5091 Grad Seminar: Teaching Children with Learning Disabilities (3)	EDCI 598 Special Study: Special Diagnostis Evaluation, ITPA (3)	EDCI 5001 Advanced Educational Psychology (3)
EDCI 4030 Diagnosis and Treatment of Reading Disabilities (3)	EDCI 598 Special Study: Mathematical Learning Disabilities (3)	PSY 3020 Behavior Modification (3)	EDCI 5061 Modern Curriculum Strategies (3)
EDCI 3010 Assessment of Behavioral Disorders (3)	EDCI 598 Special Study: Emotional Conflict of School-Age Children (3)	EDCI Special Study: Research Problems in SLD (3)	
12 quarter hours	Select 9 of 12 quarter hours	Elect 9 of 12 quarter hours	12 quarter hours

Fall

EDPE 5190 Nature and Basis of Motor Learning (3)

3 quarter hours

Total Required for State Endorsement--42 quarter hours

II. Mean Number of Credit Hours Completed by LD Trainees:

Fall	Winter	Spring	Summer
11.3	10.3	8.7	7.0

ATTACHMENT C

ACTIVITIES AND TIME PROJECTIONS
MULTI-LEVEL TRAINING FOR PROFESSIONAL DEVELOPMENT
IN THE AREA OF SPECIFIC LEARNING DISABILITIES
1974-77

POPULATION A - SLD SPECIALISTS-IN-TRAINING

	Fall 1974	Winter 1975	Spring 1975	Summer 1975	
				First Session On-Campus	Second Session On-Campus
Cycle I	EDCI 5780 Graduate Seminar: Characteristics of Children with Specific Learning Disabilities (3)	EDCI 5780 Graduate Seminar: Teaching Children with Specific Learning Disabilities (3)	EDCI 5670 Diagnosing Learning Problems (3)	PSY 3020 Behavior Modification (3) PSY 3010 Assessment of Behavioral Disorders (3) EDCI 5780 Seminar in Education: Education of Exceptional Children & Youth (3)	EDCI 5030 Foundations of Educational Research (3) EDCI 5001 Advanced Educational Psychology (3)
Cycle II	---	---	---	---	---

ATTACHMENT C
(con't)

POPULATION A - SLD SPECIALISTS-IN-TRAINING (cont'd.)

Cycle I			
Fall 1975 (off-campus) EDPE 5190 Nature and Basis of Motor Learning (3)	Winter 1976 (off-campus) EDCI 5770 Problems in Education: Mathematical Learning Disabilities (3)	Spring 1976 (off-campus) EDCI 4030 Diagnosis and Treatment of Reading Difficulties (3)	Summer 1976 (off-campus) EDCI 5750 Internship in Education: SLD (9) 8 weeks EDCI 5770 Problems in Educ: Readings and Research in SLD (3)
Cycle II			
EDCI 5780 Characteristics of Children with Specific Learning Disabilities (3)	EDCI 5780 Teaching Children with Specific Learning Disabilities (3)	EDCI 5067 Diagnosing Learning Problems (3)	First Session On-Campus PSY 3020 Behavior Modification (3) PSY 3010 Assessment of Behavioral Disorders (3) EDCI 5780 Seminar in Education: Education of Exceptional Children & Youth (3) Second Session On-Campus EDCI 5030 Foundations of Educational Research (3) EDCI 5001 Advanced Educational Psychology (3)

ATTACHMENT C
(cont'd)

POPULATION A - SLD SPECIALISTS-IN-TRAINING (cont'd)

	Fall 1976	Winter 1976-77	Spring 1977	Summer 1977
	Off-Campus	Off-Campus	Off-Campus	Off-Campus*
Cycle I	---	---	---	---
Cycle II	EDPE 5190 Nature and Basis of Motor Learning (3)	EDCI 4030 Diagnosis and Treatment of Reading Difficulties (3)	EDCI 5770 Problems in Education: Mathematical Learning Disabilities (3)	EDCI 5790 Internship in Education: SLD (9) 8 weeks EDCI 5770 Problems in Educ: Readings & Research in SLD (3) *Note: If a supervisor clinical experience is available

NOTES: *(1) Participants who pursue a Master's of Arts degree in Curriculum and Instruction with endorsement in LD will also need the following courses:

ECAE 5000 - Administration and Supervision of Public Education
EDCI 5061 - Modern Curriculum Strategies

(2) Off-Campus delivery requires a minimum of 15 students with the exception of EDCI 5790 - Internship in Education and EDCI 5770 - Problems in Education: Readings and Research in SLD